

- **How do I write effective behavior plans?**

Determine the function of the behavior, what the student gains by doing the behavior and what are appropriate replacement behaviors.

<http://opi.mt.gov/groups/fbabip/blog/>

<http://www.pbisworld.com/tier-3/behavior-intervention-plan-bip/>

- **What documentation is needed to shorten a students school day for medical or behavioral reasons?**

IEP Team approval. This can be done at a meeting or by an amendment. When the day is shortened for behavioral reasons, be sure to include a plan for increasing the student's time in school and dates to review the student's progress or lack of progress.

- **What apps for the Ipad or programs for the desktop are available to help with recording documentation for time on task/outburst/reading rate?**

[Catalyst](#)

[You Can Handle Them All](#)

[Class Dojo](#)

[Autism Tracker Lite](#)

[Super Duper Data Tracker](#)

[Others](#)

Reading Rate: Email me and I will ask the iPad consultants + others.

- **Any new regulations concerning students with Autism?**

No. The American Psychological Association changes the definition of Autism Spectrum Disorders in May, but that does not affect school regulations. [Read more here.](#)

- **How or where can we get resources for nonverbal students if our school can't supply those resources?**

I don't know what kind of resources you want. For iPads, contact local large businesses or social organizations (Lions, Toastmistress, etc.) Parents Lets Unite for Kids in Billings has a resource library. Or email [ddoty@mt.gov](mailto:ddoty@mt.gov) with a more specific question.

- **Should a behavior plan be attached to the IEP or not?**

Behavior plans should be attached to the IEP as documentation that the parents are aware of the IEP.

- Are there some good, effective means of taking/keeping data for learning goals as well as behavioral goals?

Yes. Look for programs by subject area on the [iPad blog](#) or email [ddoty@mt.gov](mailto:ddoty@mt.gov) and we can better define what you are looking for.

Also, [Catalyst](#)

- **Could you give me more strategies/techniques for supporting students with ASD at the elementary level – social, cognitive, academic and sensory?**

1. I or one of the Montana Autism Education Project consultants would be happy to talk to you and/or schedule a visit. Email [ddoty@mt.gov](mailto:ddoty@mt.gov) to schedule that.
2. Search on the [Montana Autism Education Project blog](#) by using the Tags on the right or the search function in the upper right.

- **What are effective ways to teach social skills?**

Michelle Garcia-Winner books (use inter-library loan)

MAEP blog – [broad search](#)

Video Modeling

- **What are effective ways to collect data?**

See above for tools.

- **What assessments are the most effective for testing non-verbal achievement?**

I don't know but email me and I can find out.